

# EVOLVE

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CEFR GUIDE

4

## EVOLVE LEVEL 4

Common European Framework of Reference for Languages (CEFR)

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## Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the 1970s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified, called Waystage,

Threshold, and Vantage (roughly corresponding to Beginning, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). In 2018 the Council of Europe released a CEFR Companion Volume. This document is intended as a complement to the CEFR and includes an update and extension to the CEFR illustrative descriptors.

## Evolve and the Common European Framework of Reference

The chart below shows how *Evolve* correlates with the Council of Europe's levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge Assessment English	IELTS	TOEFL iBT	TOEIC
EVOLVE 1	A1	Basic User				120+
EVOLVE 2	A2		A2 Key (Key English Test)			225+
EVOLVE 3	B1	Independent User	B1 Preliminary (Preliminary English Test)	4.0–5.0	57–86	550+
EVOLVE 4	B1+					
EVOLVE 5	B2		B2 First (First Certificate in English)	5.5–6.5	87–109	785+
EVOLVE 6	C1	Proficient User	C1 Advanced (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Sources: <https://www.cambridgeenglish.org/exams-and-tests/cefr/>  
<https://www.coe.int/en/web/common-european-framework-reference-languages>

### CEFR level

Evolve Level 4 covers level B1+ of the CEFR. This chart describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
<b>Listening</b>	<ul style="list-style-type: none"> <li>understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</li> <li>understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. including short narratives.</li> <li>understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.</li> <li>follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</li> </ul>
<b>Reception Strategies</b>	<ul style="list-style-type: none"> <li>intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</li> <li>initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</li> <li>communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</li> <li>exchange, check and confirm information, deal with less routine situations, and explain why something is a problem.</li> <li>express thoughts on more abstract, cultural topics such as films, books, music, etc.</li> <li>exploit a wide range of simple language to deal with most situations likely to arise while traveling.</li> <li>enter unprepared into conversation of familiar topics, express personal opinions, and exchange information on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).</li> <li>give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</li> <li>interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.</li> <li>highlight the personal significance of events and experiences, account for and sustain views clearly, by providing relevant explanations and arguments.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</li> <li>convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.</li> <li>write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</li> </ul>
<b>Communicative Language Competence</b>	<ul style="list-style-type: none"> <li>collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</li> <li>convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.</li> <li>introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise, experience, and views.</li> <li>convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.</li> </ul>

## CEFR goals realized in this level of *Evolve*

### LISTENING

At B1+, learners are expected to be able to

- understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. including short narratives.
- understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.
- follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers.

#### UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS

Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.

Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.

Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.

Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.

Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.4	2.3 p.16	3.1 p.22	4.3 p.38	5.2 p.46	6.3 p.58	7.2 p.68	8.3 p.80	9.1 p.86	10.3 p.102	11.2 p.110	12.3 p.122
1.3 p.6	2.3 p.17	3.3 p.26	4.3 p.39	5.3 p.48	6.3 p.59	7.3 p.70	8.3 p.81	9.3 p.90	10.3 p.103	11.3 p.112	12.3 p.123
1.3 p.7	2.4 p.18	3.3 p.27		5.3 p.49	6.4 p.60	7.3 p.71	8.4 p.82	9.3 p.91	10.4 p.104	11.3 p.113	12.4 p.124
					6.4 p.61						

### LISTENING AS A MEMBER OF A LIVE AUDIENCE

Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar.

Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.

Can recognize the speaker's point of view, and distinguish this from facts that he/she is reporting.

Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.

Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.

Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.

Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.5 p.10	2.2 p.14	3.1 p.22	4.2 p.36	5.5 p.52	6.1 p.54	7.2 p.68	8.2 p.78	9.5 p.94	10.2 p.100	11.2 p.110	12.2 p.120
	2.5 p.20	3.5 p.30	4.4 p.40		6.4 p.60	7.5 p.74	8.4 p.82		10.4 p.104	11.5 p.116	12.5 p.126
			4.5 p.42		6.4 p.61		8.5 p.84		10.5 p.106		
					6.5 p.62						

### LISTENING TO AUDIO MEDIA & RECORDINGS

Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone, etc.

Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

Can understand the main points and important details in stories and other narratives (e.g. a description of a vacation), provided the speaker speaks slowly and clearly.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.2 p.14	3.1 p.22	4.2 p.36		6.1 p.54	7.2 p.68	8.2 p.78		10.2 p.100	11.2 p.110	12.2 p.120
			4.4 p.40		6.4 p.60		8.4 p.82		10.4 p.104		
					6.4 p.61						

## READING

At B1+, learners are expected to be able to read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.

### READING CORRESPONDENCE

Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.

Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

Can understand straightforward personal letters, emails, or postings, giving a relatively detailed account of events and experiences.

Can understand standard formal correspondence and online postings in his/her area of professional interest.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2		3.4 p.28	4.4 p.41			7.4 p.73	8.1 p.76	9.4 p.93	10.4 p.105	11.4 p.115	12.1 p.118
1.4 p.9							8.4 p.83				

### READING FOR ORIENTATION

Can scan quickly through long and complex texts, locating relevant details.

Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.

Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.

Can assess whether an article, report, or review is on the required topic.

Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.2 p.24	4.1 p.34	5.1 p.44	6.2 p.56	7.1 p.66	8.1 p.76	9.2 p.88	10.1 p.98	11.1 p.108	12.1 p.118
1.4 p.8	2.4 p.19	3.4 p.28	4.4 p.41	5.2 p.46	6.4 p.61	7.2 p.68	8.1 p.77	9.4 p.92	10.4 p.105	11.4 p.114	12.4 p.125
1.4 p.9		3.4 p.29	4.5 p.42	5.4 p.50		7.4 p.72	8.4 p.83	9.4 p.93		11.4 p.115	
		3.5 p.30		5.4 p.51		7.5 p.74					

### READING FOR INFORMATION & ARGUMENT

Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

Can recognize when a text provides factual information and when it seeks to convince readers of something.

Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.

Can understand straightforward, factual texts on subjects relating to his/her interests or studies.

Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).

Can identify the main conclusions in clearly signalled argumentative texts.

Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.

Can recognize significant points in straightforward newspaper articles on familiar subjects.

Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.

Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.2 p.24	4.1 p.34	5.1 p.44	6.2 p.56	7.1 p.66	8.1 p.76	9.2 p.88	10.1 p.98	11.1 p.108	12.1 p.118
1.4 p.8	2.4 p.19	3.4 p.28	4.4 p.41	5.4 p.50	6.4 p.61	7.4 p.72	8.1 p.77	9.4 p.92	10.4 p.105	11.4 p.114	12.4 p.125
1.4 p.9		3.4 p.29		5.4 p.51			8.4 p.83	9.4 p.93		11.4 p.115	
		3.5 p.30									

### READING INSTRUCTIONS

Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.

Can understand clearly written, straightforward instructions for a piece of equipment.

Can follow simple instructions given on packaging, e.g. cooking instructions.

Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.2 p.14							9.2 p.88			

### READING AS A LEISURE ACTIVITY

Can read newspaper/magazine accounts of films, books, concerts, etc. written for a wider audience, and understand the main points.

Can understand simple poems and song lyrics written in straightforward language and style.

Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides, and magazine articles that are written in high frequency, everyday language.

Can understand a travel diary mainly describing the events of a journey, and the experiences and discoveries the person made.

Can follow the plot of stories, simple novels, and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.2 p.24	4.1 p.34	5.4 p.50	6.2 p.56	7.1 p.66		9.2 p.88	10.1 p.98	11.1 p.108	12.1 p.118
		3.4 p.28	4.4 p.41		6.4 p.61	7.4 p.72		9.4 p.92	10.4 p.105	11.4 p.114	
										11.4 p.115	



## RECEPTION STRATEGIES

At B1+, learners are expected to be able to

- intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
- initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

### IDENTIFYING CUES AND INFERRING

Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.

Can extrapolate the meaning of a section of a text by taking into account the text as a whole.

Can identify unfamiliar words from the context on topics related to his/her field and interests.

Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning, provided the topic discussed is familiar.

Can make basic inferences or predictions about text content from headings, titles or headlines.

Can listen to a short narrative and predict what will happen next.

Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. *however, because*) and temporal connectors (e.g. *after that, beforehand*).

Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.1 p.22	4.1 p.34	5.1 p.44	6.1 p.54	7.1 p.66	8.1 p.76	9.1 p.86	10.1 p.98	11.1 p.108	12.1 p.118
1.2 p.4	2.2 p.14	3.2 p.24	4.2 p.36	5.2 p.46	6.2 p.56	7.2 p.68	8.2 p.78	9.2 p.88	10.2 p.100	11.2 p.110	12.2 p.120
1.4 p.8		3.4 p.28	4.4 p.41	5.4 p.50	6.4 p.61	7.4 p.72	8.4 p.83	9.4 p.92	10.4 p.105	11.4 p.114	12.4 p.125
										11.4 p.115	

## SPEAKING

### OVERALL SPOKEN INTERACTION

At B1+, learners are expected to be able to

- communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.
- exchange, check and confirm information, deal with less routine situations, and explain why something is a problem.
- express thoughts on more abstract, cultural topics such as films, books, music, etc.
- exploit a wide range of simple language to deal with most situations likely to arise while traveling.
- enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.
- highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

### CONVERSATION

Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.

Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them, or requiring them to behave other than they would with another proficient speaker.

Can convey degrees of emotion, and highlight the personal significance of events and experiences.

Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.

Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.

Can enter unprepared into conversations on familiar topics.

Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.0 p.1	2.0 p.11	3.0 p.21	4.0 p.33	5.0 p.43	6.0 p.53	7.0 p.65	8.0 p.75	9.0 p.85	10.0 p.97	11.0 p.107	12.0 p.117
1.1 p.3	2.1 p.13	3.1 p.22	4.1 p.35	5.1 p.44	6.1 p.55	7.1 p.66	8.1 p.77	9.1 p.86	10.1 p.98	11.1 p.108	12.1 p.118
1.2 p.5	2.2 p.15	3.1 p.23	4.2 p.37	5.2 p.47	6.2 p.57	7.1 p.67	8.2 p.78	9.1 p.87	10.1 p.99	11.1 p.109	12.1 p.119
1.3 p.6	2.3 p.16	3.2 p.24	4.3 p.38	5.3 p.49	6.3 p.58	7.2 p.68	8.2 p.79	9.2 p.89	10.2 p.101	11.2 p.111	12.2 p.121
1.3 p.7	2.3 p.17	3.2 p.25	4.3 p.39	5.5 p.52	6.3 p.59	7.2 p.69	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.112	12.3 p.123
1.4 p.8	2.4 p.18	3.3 p.27	4.5 p.42		6.4 p.60	7.3 p.71	8.4 p.82	9.5 p.94	10.4 p.104	11.3 p.113	12.4 p.124
1.5 p.10	2.5 p.20	3.4 p.28			6.5 p.62	7.4 p.72	8.5 p.84		10.5 p.106	11.5 p.116	12.5 p.126
		3.5 p.30				7.5 p.74					

### INFORMAL DISCUSSION (WITH FRIENDS)

Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.

Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.

Can express his/her thoughts about abstract or cultural topics such as music, films.

Can explain why something is a problem.

Can give brief comments on the views of others.

Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.

Can generally follow the main points in an informal discussion with friends, provided speech is clearly articulated in standard language.

Can give or seek personal views and opinions in discussing topics of interest.

Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).

Can express belief, opinion, agreement and disagreement politely.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.0 p.1	2.0 p.11	3.0 p.21	4.0 p.33	5.0 p.43	6.0 p.53	7.0 p.65	8.0 p.75	9.0 p.85	10.0 p.97	11.0 p.107	12.0 p.117
1.1 p.3	2.1 p.13	3.1 p.22	4.1 p.35	5.1 p.44	6.1 p.55	7.1 p.66	8.1 p.77	9.1 p.86	10.1 p.98	11.1 p.108	12.1 p.118
1.2 p.4	2.2 p.15	3.1 p.23	4.2 p.37	5.2 p.47	6.2 p.57	7.1 p.67	8.2 p.78	9.1 p.87	10.1 p.99	11.1 p.109	12.1 p.119
1.2 p.5	2.3 p.17	3.2 p.24	4.3 p.38	5.3 p.49	6.3 p.58	7.2 p.68	8.2 p.79	9.2 p.89	10.2 p.101	11.2 p.111	12.2 p.121
1.3 p.7	2.4 p.18	3.2 p.25	4.3 p.39	5.5 p.52	6.3 p.59	7.2 p.69	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.112	12.3 p.123
1.4 p.8	2.5 p.20	3.3 p.27	4.5 p.42		6.4 p.60	7.3 p.71	8.4 p.82	9.5 p.94	10.4 p.104	11.3 p.113	12.4 p.124
1.5 p.10		3.4 p.28			6.5 p.62	7.4 p.72	8.5 p.84		10.5 p.106	11.5 p.116	12.5 p.126
		3.5 p.30				7.5 p.74					

### FORMAL DISCUSSION (MEETINGS)

Can participate actively in routine and non-routine formal discussion.

Can follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker.

Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.

Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.

Can put over a point of view clearly, but has difficulty engaging in debate.

Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard form of the language and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.5 p.10	2.5 p.20	3.5 p.30	4.5 p.42			7.5 p.74				11.5 p.116	

### GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT, ETC.)

Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.

Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.

Can give brief comments on the views of others.

Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.

Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.

Can invite others to give their views on how to proceed.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.5 p.10	2.1 p.13	3.5 p.30	4.1 p.35	5.2 p.47	6.1 p.55	7.1 p.67	8.3 p.81	9.1 p.87	10.1 p.99	11.1 p.109	12.5 p.126
	2.3 p.16		4.5 p.42	5.5 p.52	6.2 p.57	7.2 p.69	8.5 p.84	9.2 p.89	10.4 p.104	11.3 p.112	
	2.4 p.18				6.3 p.58	7.5 p.74		9.5 p.94	10.5 p.106	11.3 p.113	
	2.5 p.20				6.3 p.59					11.5 p.116	
					6.5 p.62						

### OBTAINING GOODS AND SERVICES

Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements.

Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
				5.3 p.48	6.3 p.59			9.5 p.94		11.3 p.113	
				5.3 p.49						11.5 p.116	

### INFORMATION EXCHANGE

Can pass on detailed information reliably.

Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Can summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.

Can find out and pass on straightforward factual information.

Can ask for and follow detailed directions.

Can obtain more detailed information.

Can offer advice on simple matters within his/her field of experience.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.5	2.1 p.13	3.5 p.30	4.3 p.38	5.1 p.44	6.1 p.55	7.1 p.66		9.0 p.85	10.1 p.99	11.1 p.109	12.1 p.119
1.5 p.10			4.3 p.39	5.2 p.47	6.5 p.62	7.1 p.67		9.3 p.91	10.5 p.106	11.2 p.111	12.2 p.121
			4.4 p.40			7.2 p.69				11.3 p.112	12.3 p.123
			4.5 p.42			7.3 p.71				11.3 p.113	12.5 p.126
						7.5 p.74					

### INTERVIEWING AND BEING INTERVIEWED

Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.

Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.

Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.

Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.

Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language.

Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.5				5.2 p.47	6.1 p.55	7.2 p.69				11.3 p.113	
1.5 p.10											

### OVERALL SPOKEN PRODUCTION

At B1+, learners are expected to be able to

- reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
- give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

### SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

Can clearly express feelings about something experienced and give reasons to explain those feelings.

Can give straightforward descriptions on a variety of familiar subjects within his field of interest.

Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

Can give detailed accounts of experiences, describing feelings and reactions.

Can relate details of unpredictable occurrences, e.g. an accident.

Can relate the plot of a book or film and describe his/her reactions.

Can describe dreams, hopes and ambitions.

Can describe events, real or imagined.

Can narrate a story.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2		3.1 p.23	4.1 p.35	5.2 p.47		7.1 p.66	8.2 p.78	9.1 p.86	10.0 p.97	11.1 p.109	12.1 p.119
1.1 p.3		3.3 p.27	4.3 p.39			7.1 p.67	8.2 p.79	9.3 p.91	10.1 p.99	11.3 p.113	12.2 p.121
						7.2 p.69			10.2 p.100		12.3 p.123
						7.3 p.71			10.3 p.103		12.5 p.126
						7.5 p.74					

### SUSTAINED MONOLOGUE: GIVING INFORMATION

Can communicate detailed information reliably.

Can give a clear, detailed description of how to carry out a procedure.

Can explain the main points in an idea or problem with reasonable precision.

Can describe how to do something, giving detailed instructions.

Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.5	2.2 p.15	3.4 p.28	4.4 p.40	5.1 p.44	6.4 p.60	7.1 p.66	8.2 p.78	9.2 p.89	10.2 p.101	11.2 p.111	12.1 p.118
1.5 p.10	2.5 p.20	3.5 p.30	4.5 p.42	5.1 p.45	6.5 p.62	7.1 p.67		9.5 p.94		11.5 p.116	
				5.2 p.47		7.3 p.71					
				5.3 p.49		7.5 p.74					

### SUSTAINED MONOLOGUE: PUTTING A CASE

Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

Can construct a chain of reasoned argument.

Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Can develop an argument well enough to be followed without difficulty most of the time.

Can give simple reasons to justify a viewpoint on a familiar topic.

Can express opinions on subjects relating to everyday life, using simple expressions.

Can briefly give reasons and explanations for opinions, plans, and actions.

Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.0 p.1	2.0 p.11	3.0 p.21	4.0 p.33	5.1 p.44	6.0 p.53	7.0 p.65	8.1 p.76	9.0 p.85	10.2 p.101	11.0 p.107	12.0 p.117
1.5 p.10	2.1 p.13	3.1 p.22	4.1 p.35	5.1 p.45	6.1 p.54	7.4 p.72	8.1 p.77	9.2 p.89	10.4 p.104	11.2 p.111	12.4 p.124
	2.4 p.18	3.1 p.23	4.2 p.36	5.4 p.50	6.2 p.57	7.5 p.74	8.2 p.78	9.4 p.92	10.5 p.106	11.3 p.113	
	2.5 p.20	3.2 p.24	4.2 p.37		6.4 p.60		8.2 p.79	9.5 p.94		11.4 p.114	
		3.2 p.25	4.3 p.38		6.5 p.62		8.4 p.82			11.5 p.116	
		3.4 p.28	4.3 p.39				8.5 p.84				
		3.5 p.30	4.5 p.42								

### ADDRESSING AUDIENCES

Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view, and giving the advantages and disadvantages of various options.

Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.

Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).

Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Can take follow-up questions, but may have to ask for repetition if the speech was rapid.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.5 p.10	2.5 p.20	3.5 p.30	4.5 p.42	5.5 p.52	6.5 p.62	7.5 p.74	8.5 p.84	9.5 p.94	10.5 p.106	11.5 p.116	12.5 p.126

## WRITING

### OVERALL WRITTEN PRODUCTION and INTERACTION

At B1+, learners are expected to be able to

- write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
- convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.
- write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.

### CORRESPONDENCE

Can write letters conveying degrees of emotion, and highlighting the personal significance of events and experiences, and commenting on the correspondent's news and views.

Can use formality and conventions appropriate to the context when writing personal and professional letters and emails.

Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions.

Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact.

Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by mail to other people.

Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.

Can write letters expressing different opinions, and giving detailed accounts of personal feelings and experiences.

Can reply to an advertisement in writing, and ask for further information on items which interest him/her.

Can write basic formal emails/letters, for example to make a complaint and request action.

Can write personal letters describing experiences, feelings, and events in some detail.

Can write basic emails/letters of a factual nature, for example to request information, or to ask for and give confirmation.

Can write a basic letter of application with limited supporting details.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
				5.4 p.51		7.4 p.73		9.4 p.93			

### CREATIVE WRITING

Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.

Can write a review of a film, book, or play.

Can clearly signal chronological sequence in narrative text.

Can write a simple review of a film, book, or TV programme using a limited range of language.

Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.

Can write accounts of experiences, describing feelings and reactions in simple connected text.

Can write a description of an event, a recent trip – real or imagined.

Can narrate a story.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.9	2.4 p.19	3.4 p.29	4.4 p.41	5.4 p.51	6.4 p.61	7.4 p.73	8.4 p.83	9.2 p.89	10.4 p.105	11.4 p.115	12.4 p.125
			4.5 p.42					9.4 p.93			

### WRITTEN REPORTS AND ESSAYS

Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options.

Can synthesize information and arguments from a number of sources.

Can write short, simple essays on topics of interest.

Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.

Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.

Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.

Can present a topic in a short report or poster, using photographs and short blocks of text.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.4 p.19	3.4 p.29	4.4 p.41	5.4 p.51	6.4 p.61		8.4 p.83	9.4 p.93	10.4 p.105	11.4 p.115	12.4 p.125

## COMMUNICATIVE LANGUAGE COMPETENCE

At B1+, learners are expected to be able to

- collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.
- convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.
- introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise, experience, and views.
- convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.

### VOCABULARY RANGE

Has a good range of vocabulary related to familiar topics and everyday situations.

Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.

Has a good range of vocabulary for matters connected to his/her field and most general topics.

Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

Can produce the appropriate collocations of many words in most contexts fairly systematically.

Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.1 p.22	4.1 p.35	5.1 p.44	6.1 p.54	7.1 p.66	8.1 p.76	9.1 p.86	10.1 p.98	11.1 p.108	12.1 p.118
1.2 p.4	2.2 p.14	3.2 p.24	4.2 p.36	5.2 p.46	6.2 p.56	7.2 p.68	8.2 p.78	9.2 p.89	10.2 p.100	11.2 p.110	12.2 p.120
1.3 p.6	2.3 p.16	3.3 p.26	4.3 p.38	5.3 p.48	6.3 p.58	7.3 p.70	8.3 p.80	9.3 p.90	10.3 p.102	11.3 p.112	12.3 p.122
1.3 p.7	2.3 p.17	3.3 p.27	4.3 p.39	5.3 p.49	6.3 p.59	7.3 p.71	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.113	12.3 p.123



### GRAMMATICAL ACCURACY

Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.

Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.

Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.13	3.1 p.23	4.1 p.35	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.77	9.1 p.87	10.1 p.99	11.1 p.109	12.1 p.119
1.2 p.5	2.2 p.15	3.2 p.25	4.2 p.37	5.2 p.47	6.2 p.57	7.2 p.69	8.2 p.79	9.2 p.89	10.2 p.101	11.2 p.111	12.2 p.121

### PHONOLOGICAL CONTROL

Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.

Can generally use appropriate intonation, place stress correctly, and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.3 p.7	2.3 p.17	3.3 p.27	4.3 p.39	5.3 p.49	6.3 p.59	7.3 p.71	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.113	12.3 p.123
	2.4 p.18		4.4 p.41		6.4 p.60		8.4 p.82		10.4 p.104		12.4 p.125

### SOCIOLINGUISTIC APPROPRIATENESS

Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately.

Can express him/herself appropriately in situations and avoid crass errors of formulation.

Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them, or requiring them to behave other than they would with another proficient speaker.

Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.

Is aware of the salient politeness conventions and acts appropriately.

Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned, and those of his or her own community.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.5	2.1 p.13	3.1 p.23	4.1 p.35	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.77	9.1 p.87	10.1 p.99	11.1 p.109	12.1 p.119
1.3 p.7	2.2 p.15	3.2 p.25	4.2 p.37	5.2 p.47	6.2 p.57	7.2 p.69	8.2 p.79	9.2 p.89	10.2 p.101	11.2 p.111	12.2 p.121
	2.3 p.16	3.3 p.27	4.3 p.38	5.3 p.49	6.3 p.59	7.3 p.71	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.113	12.3 p.123
	2.3 p.17		4.3 p.39								

### How each unit relates to the CEFR

#### UNIT 1

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	<b>1.2</b> p.4, <b>1.3</b> p.6, <b>1.3</b> p.7
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	<b>1.5</b> p.10
Reading	READING CORRESPONDENCE	<b>1.1</b> p.2, <b>1.4</b> p.9
	READING FOR ORIENTATION	<b>1.1</b> p.2, <b>1.4</b> p.8, <b>1.4</b> p.9
	READING FOR INFORMATION & ARGUMENT	<b>1.1</b> p.2, <b>1.4</b> p.8, <b>1.4</b> p.9
	READING AS A LEISURE ACTIVITY	<b>1.1</b> p.2
Reception Strategies	IDENTIFYING CUES AND INFERRING	<b>1.1</b> p.2, <b>1.2</b> p.4, <b>1.4</b> p.8
Speaking	CONVERSATION	<b>1.0</b> p.1, <b>1.1</b> p.3, <b>1.2</b> p.5, <b>1.3</b> p.6, <b>1.3</b> p.7 <b>1.4</b> p.8, <b>1.5</b> p.10
	INFORMAL DISCUSSION (WITH FRIENDS)	<b>1.0</b> p.1, <b>1.1</b> p.3, <b>1.2</b> p.4, <b>1.2</b> p.5, <b>1.3</b> p.7 <b>1.4</b> p.8, <b>1.5</b> p.10
	FORMAL DISCUSSION (MEETINGS)	<b>1.5</b> p.10
	GOAL-ORIENTED COOPERATION	<b>1.5</b> p.10
	INFORMATION EXCHANGE	<b>1.2</b> p.5, <b>1.5</b> p.10
	INTERVIEWING AND BEING INTERVIEWED	<b>1.2</b> p.5, <b>1.5</b> p.10
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	<b>1.1</b> p.2, <b>1.1</b> p.3
	SUSTAINED MONOLOGUE: GIVING INFORMATION	<b>1.2</b> p.5, <b>1.5</b> p.10
	SUSTAINED MONOLOGUE: PUTTING A CASE	<b>1.0</b> p.1, <b>1.5</b> p.10
	ADDRESSING AUDIENCES	<b>1.5</b> p.10
Writing	CREATIVE WRITING	<b>1.4</b> p.9
Communicative Language Competence	VOCABULARY RANGE	<b>1.1</b> p.2, <b>1.2</b> p.4, <b>1.3</b> p.6, <b>1.3</b> p.7
	GRAMMATICAL ACCURACY	<b>1.1</b> p.3, <b>1.2</b> p.5
	PHONOLOGICAL CONTROL	<b>1.3</b> p.7
	SOCIOLINGUISTIC APPROPRIATENESS	<b>1.2</b> p.5, <b>1.3</b> p.7

### UNIT 2

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	2.3 p.16, 2.3 p.17, 2.4 p.18
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	2.2 p.14, 2.5 p.20
	LISTENING TO AUDIO MEDIA & RECORDINGS	2.2 p.14
Reading	READING FOR ORIENTATION	2.1 p.12, 2.4 p.19
	READING FOR INFORMATION & ARGUMENT	2.1 p.12, 2.4 p.19
	READING INSTRUCTIONS	2.2 p.14
	READING AS A LEISURE ACTIVITY	2.1 p.12
Reception Strategies	IDENTIFYING CUES AND INFERRING	2.1 p.12, 2.4 p.14
Speaking	CONVERSATION	2.0 p.11, 2.1 p.13, 2.2 p.15, 2.3 p.16, 2.3 p.17 2.4 p.18, 2.5 p.20
	INFORMAL DISCUSSION (WITH FRIENDS)	2.0 p.11, 2.1 p.13, 2.2 p.15, 2.3 p.17, 2.4 p.18 2.5 p.20
	FORMAL DISCUSSION (MEETINGS)	2.5 p.20
	GOAL-ORIENTED COOPERATION	2.1 p.13, 2.3 p.16, 2.4 p.18, 2.5 p.20
	INFORMATION EXCHANGE	2.1 p.13
	SUSTAINED MONOLOGUE: GIVING INFORMATION	2.2 p.15, 2.5 p.20
	SUSTAINED MONOLOGUE: PUTTING A CASE	2.0 p.11, 2.1 p.13, 2.4 p.18, 2.5 p.20
	ADDRESSING AUDIENCES	2.5 p.20
Writing	CREATIVE WRITING	2.4 p.19
	WRITTEN REPORTS AND ESSAYS	2.4 p.19
Communicative Language Competence	VOCABULARY RANGE	2.1 p.12, 2.2 p.14, 2.3 p.16, 2.3 p.17
	GRAMMATICAL ACCURACY	2.1 p.13, 2.2 p.15
	PHONOLOGICAL CONTROL	2.3 p.17, 2.4 p.18
	SOCIOLINGUISTIC APPROPRIATENESS	2.1 p.13, 2.2 p.15, 2.3 p.16, 2.3 p.17

### UNIT 3

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	3.1 p.22, 3.3 p.26, 3.3 p.27
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	3.1 p.22, 3.5 p.30
	LISTENING TO AUDIO MEDIA & RECORDINGS	3.1 p.22
Reading	READING CORRESPONDENCE	3.4 p.28
	READING FOR ORIENTATION	3.2 p.24, 3.4 p.28, 3.4 p.29, 3.5 p.30
	READING FOR INFORMATION & ARGUMENT	3.2 p.24, 3.4 p.28, 3.4 p.29, 3.5 p.30
	READING AS A LEISURE ACTIVITY	3.2 p.24, 3.4 p.28
Reception Strategies	IDENTIFYING CUES AND INFERRING	3.1 p.22, 3.2 p.24, 3.4 p.28
Speaking	CONVERSATION	3.0 p.21, 3.1 p.22, 3.1 p.23, 3.2 p.24 3.2 p.25, 3.3 p.27, 3.4 p.28, 3.5 p.30
	INFORMAL DISCUSSION (WITH FRIENDS)	3.0 p.21, 3.1 p.22, 3.1 p.23, 3.2 p.24 3.2 p.25, 3.3 p.27, 3.4 p.28, 3.5 p.30
	FORMAL DISCUSSION (MEETINGS)	3.5 p.30
	GOAL-ORIENTED COOPERATION	3.5 p.30
	INFORMATION EXCHANGE	3.5 p.30
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	3.1 p.23, 3.3 p.27
	SUSTAINED MONOLOGUE: GIVING INFORMATION	3.4 p.28, 3.5 p.30
	SUSTAINED MONOLOGUE: PUTTING A CASE	3.0 p.21, 3.1 p.22, 3.1 p.23, 3.2 p.24 3.2 p.25, 3.4 p.28, 3.5 p.30
	ADDRESSING AUDIENCES	3.5 p.30
Writing	CREATIVE WRITING	3.4 p.29
	WRITTEN REPORTS AND ESSAYS	3.4 p.29
Communicative Language Competence	VOCABULARY RANGE	3.1 p.22, 3.2 p.24, 3.3 p.26, 3.3 p.27
	GRAMMATICAL ACCURACY	3.1 p.23, 3.2 p.25
	PHONOLOGICAL CONTROL	3.3 p.27
	SOCIOLINGUISTIC APPROPRIATENESS	3.1 p.23, 3.2 p.25, 3.3 p.27

### UNIT 4

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	4.3 p.38, 4.3 p.39
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	4.2 p.36, 4.4 p.40, 4.5 p.42
	LISTENING TO AUDIO MEDIA & RECORDINGS	4.2 p.36, 4.4 p.40
Reading	READING CORRESPONDENCE	4.4 p.41
	READING FOR ORIENTATION	4.1 p.34, 4.4 p.41, 4.5 p.42
	READING FOR INFORMATION & ARGUMENT	4.1 p.34, 4.4 p.41
	READING AS A LEISURE ACTIVITY	4.1 p.34, 4.4 p.41
Reception Strategies	IDENTIFYING CUES AND INFERRING	4.1 p.34, 4.2 p.36, 4.4 p.41
Speaking	CONVERSATION	4.0 p.33, 4.1 p.35, 4.2 p.37, 4.3 p.38 4.3 p.39, 4.5 p.42
	INFORMAL DISCUSSION (WITH FRIENDS)	4.0 p.33, 4.1 p.35, 4.2 p.37, 4.3 p.38 4.3 p.39, 4.5 p.42
	FORMAL DISCUSSION (MEETINGS)	4.5 p.42
	GOAL-ORIENTED COOPERATION	4.1 p.35, 4.5 p.42
	INFORMATION EXCHANGE	4.3 p.38, 4.3 p.39, 4.4 p.40, 4.5 p.42
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	4.1 p.35, 4.3 p.39
	SUSTAINED MONOLOGUE: GIVING INFORMATION	4.0 p.40, 4.5 p.42
	SUSTAINED MONOLOGUE: PUTTING A CASE	4.0 p.33, 4.1 p.35, 4.2 p.36, 4.2 p.37 4.3 p.38, 4.3 p.39, 4.5 p.42
	ADDRESSING AUDIENCES	4.5 p.42
Writing	CREATIVE WRITING	4.4 p.41, 4.5 p.42
	WRITTEN REPORTS AND ESSAYS	4.4 p.41
Communicative Language Competence	VOCABULARY RANGE	4.1 p.35, 4.2 p.36, 4.3 p.38, 4.3 p.39
	GRAMMATICAL ACCURACY	4.1 p.35, 4.2 p.37
	PHONOLOGICAL CONTROL	4.3 p.39, 4.4 p.41
	SOCIOLINGUISTIC APPROPRIATENESS	4.1 p.35, 4.2 p.37, 4.3 p.38, 4.3 p.39

### UNIT 5

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	5.2 p.46, 5.3 p.48, 5.3 p.49
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	5.5 p.52
Reading	READING FOR ORIENTATION	5.1 p.44, 5.2 p.46, 5.4 p.50, 5.4 p.51
	READING FOR INFORMATION & ARGUMENT	5.1 p.44, 5.4 p.50, 5.4 p.51
	READING AS A LEISURE ACTIVITY	5.4 p.50
Reception Strategies	IDENTIFYING CUES AND INFERRING	5.1 p.44, 5.2 p.46, 5.4 p.50
Speaking	CONVERSATION	5.0 p.43, 5.1 p.44, 5.2 p.47, 5.3 p.49 5.5 p.52
	INFORMAL DISCUSSION (WITH FRIENDS)	5.0 p.43, 5.1 p.44, 5.2 p.47, 5.3 p.49 5.5 p.52
	GOAL-ORIENTED COOPERATION	5.2 p.47, 5.5 p.52
	OBTAINING GOODS AND SERVICES	5.3 p.48, 5.3 p.49
	INFORMATION EXCHANGE	5.1 p.44, 5.2 p.47
	INTERVIEWING AND BEING INTERVIEWED	5.2 p.47
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	5.2 p.47
	SUSTAINED MONOLOGUE: GIVING INFORMATION	5.1 p.44, 5.1 p.45, 5.2 p.47, 5.3 p.49
	SUSTAINED MONOLOGUE: PUTTING A CASE	5.1 p.44, 5.1 p.45, 5.4 p.50
	ADDRESSING AUDIENCES	5.5 p.52
Writing	CORRESPONDENCE	5.4 p.51
	CREATIVE WRITING	5.4 p.51
	WRITTEN REPORTS AND ESSAYS	5.4 p.51
Communicative Language Competence	VOCABULARY RANGE	5.1 p.44, 5.2 p.46, 5.3 p.48, 5.3 p.49
	GRAMMATICAL ACCURACY	5.1 p.45, 5.2 p.47
	PHONOLOGICAL CONTROL	5.3 p.49
	SOCIOLINGUISTIC APPROPRIATENESS	5.1 p.45, 5.2 p.47, 5.3 p.49

### UNIT 6

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	<b>6.3</b> p.58, <b>6.3</b> p.59, <b>6.4</b> p.60, <b>6.4</b> p.61
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	<b>6.1</b> p.54, <b>6.4</b> p.60, <b>6.4</b> p.61, <b>6.5</b> p.62
	LISTENING TO AUDIO MEDIA & RECORDINGS	<b>6.1</b> p.54, <b>6.4</b> p.60, <b>6.4</b> p.61
Reading	READING FOR ORIENTATION	<b>6.2</b> p.56, <b>6.4</b> p.61
	READING FOR INFORMATION & ARGUMENT	<b>6.2</b> p.56, <b>6.4</b> p.61
	READING AS A LEISURE ACTIVITY	<b>6.2</b> p.56, <b>6.4</b> p.61
Reception Strategies	IDENTIFYING CUES AND INFERRING	<b>6.1</b> p.54, <b>6.2</b> p.56, <b>6.4</b> p.61
Speaking	CONVERSATION	<b>6.0</b> p.53, <b>6.1</b> p.55, <b>6.2</b> p.57, <b>6.3</b> p.58 <b>6.3</b> p.59, <b>6.4</b> p.60, <b>6.5</b> p.62
	INFORMAL DISCUSSION (WITH FRIENDS)	<b>6.0</b> p.53, <b>6.1</b> p.55, <b>6.2</b> p.57, <b>6.3</b> p.58 <b>6.3</b> p.59, <b>6.4</b> p.60, <b>6.5</b> p.62
	GOAL-ORIENTED COOPERATION	<b>6.1</b> p.55, <b>6.2</b> p.57, <b>6.3</b> p.58, <b>6.3</b> p.59 <b>6.5</b> p.62
	OBTAINING GOODS AND SERVICES	<b>6.3</b> p.59
	INFORMAL EXCHANGE	<b>6.1</b> p.55, <b>6.5</b> p.62
	INTERVIEWING AND BEING INTERVIEWED	<b>6.1</b> p.55
	SUSTAINED MONOLOGUE: GIVING INFORMATION	<b>6.4</b> p.60, <b>6.5</b> p.62
	SUSTAINED MONOLOGUE: PUTTING A CASE	<b>6.0</b> p.53, <b>6.1</b> p.54, <b>6.2</b> p.57, <b>6.4</b> p.60 <b>6.5</b> p.62
	ADDRESSING AUDIENCES	<b>6.5</b> p.62
Writing	CREATIVE WRITING	<b>6.4</b> p.61
	WRITTEN REPORTS AND ESSAYS	<b>6.4</b> p.61
Communicative Language Competence	VOCABULARY RANGE	<b>6.1</b> p.54, <b>6.2</b> p.56, <b>6.3</b> p.58, <b>6.3</b> p.59
	GRAMMATICAL ACCURACY	<b>6.1</b> p.55, <b>6.2</b> p.57
	PHONOLOGICAL CONTROL	<b>6.3</b> p.59, <b>6.4</b> p.60
	SOCIOLINGUISTIC APPROPRIATENESS	<b>6.1</b> p.55, <b>6.2</b> p.57, <b>6.3</b> p.59

### UNIT 7

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	7.2 p.68, 7.3 p.70, 7.3 p.71
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	7.2 p.68, 7.5 p.74
	LISTENING TO AUDIO MEDIA & RECORDINGS	7.2 p.68
Reading	READING CORRESPONDENCE	7.4 p.73
	READING FOR ORIENTATION	7.1 p.66, 7.2 p.68, 7.4 p.72, 7.5 p.74
	READING FOR INFORMATION & ARGUMENT	7.1 p.66, 7.4 p.72
	READING AS A LEISURE ACTIVITY	7.1 p.66, 7.4 p.72
Reception Strategies	IDENTIFYING CUES AND INFERRING	7.1 p.66, 7.2 p.68, 7.4 p.72
Speaking	CONVERSATION	7.0 p.65, 7.1 p.66, 7.1 p.67, 7.2 p.68 7.2 p.69, 7.3 p.71, 7.4 p.72, 7.5 p.74
	INFORMAL DISCUSSION (WITH FRIENDS)	7.0 p.65, 7.1 p.66, 7.1 p.67, 7.2 p.68 7.2 p.69, 7.3 p.71, 7.4 p.72, 7.5 p.74
	FORMAL DISCUSSION (MEETINGS)	7.5 p.74
	GOAL-ORIENTED COOPERATION	7.1 p.67, 7.2 p.69, 7.5 p.74
	INFORMATION EXCHANGE	7.1 p.66, 7.1 p.67, 7.2 p.69, 7.3 p.71, 7.4 p.72
	INTERVIEWING AND BEING INTERVIEWED	7.2 p.69
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	7.1 p.66, 7.1 p.67, 7.2 p.69, 7.3 p.71, 7.5 p.74
	SUSTAINED MONOLOGUE: GIVING INFORMATION	7.1 p.66, 7.1 p.67, 7.3 p.71, 7.5 p.74
	SUSTAINED MONOLOGUE: PUTTING A CASE	7.0 p.65, 7.4 p.72, 7.5 p.74
	ADDRESSING AUDIENCES	7.5 p.74
Writing	CORRESPONDENCE	7.4 p.73
	CREATIVE WRITING	7.4 p.73
Communicative Language Competence	VOCABULARY RANGE	7.1 p.66, 7.2 p.68, 7.3 p.70, 7.3 p.71
	GRAMMATICAL ACCURACY	7.1 p.67, 7.2 p.69
	PHONOLOGICAL CONTROL	7.3 p.71
	SOCIOLINGUISTIC APPROPRIATENESS	7.1 p.67, 7.2 p.69, 7.3 p.71



### UNIT 8

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	<b>8.3</b> p.80, <b>8.3</b> p.81, <b>8.4</b> p.82
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	<b>8.2</b> p.78, <b>8.4</b> p.82, <b>8.5</b> p.84
	LISTENING TO AUDIO MEDIA & RECORDINGS	<b>8.2</b> p.78, <b>8.4</b> p.82
Reading	READING CORRESPONDENCE	<b>8.1</b> p.76, <b>8.4</b> p.83
	READING FOR ORIENTATION	<b>8.1</b> p.76, <b>8.1</b> p.77, <b>8.4</b> p.83
	READING FOR INFORMATION & ARGUMENT	<b>8.1</b> p.76, <b>8.1</b> p.77, <b>8.4</b> p.83
Reception Strategies	IDENTIFYING CUES AND INFERRING	<b>8.1</b> p.76, <b>8.2</b> p.78, <b>8.4</b> p.83
Speaking	CONVERSATION	<b>8.0</b> p.75, <b>8.1</b> p.77, <b>8.2</b> p.78, <b>8.2</b> p.79 <b>8.3</b> p.81, <b>8.4</b> p.82, <b>8.5</b> p.84
	INFORMAL DISCUSSION (WITH FRIENDS)	<b>8.0</b> p.75, <b>8.1</b> p.77, <b>8.2</b> p.78, <b>8.2</b> p.79 <b>8.3</b> p.81, <b>8.4</b> p.82, <b>8.5</b> p.84
	GOAL-ORIENTED COOPERATION	<b>8.3</b> p.81, <b>8.5</b> p.84
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	<b>8.2</b> p.78, <b>8.2</b> p.79
	SUSTAINED MONOLOGUE: GIVING INFORMATION	<b>8.2</b> p.78
	SUSTAINED MONOLOGUE: PUTTING A CASE	<b>8.1</b> p.76, <b>8.1</b> p.77, <b>8.2</b> p.78, <b>8.2</b> p.79 <b>8.4</b> p.82, <b>8.5</b> p.84
	ADDRESSING AUDIENCES	<b>8.5</b> p.84
Writing	CREATIVE WRITING	<b>8.4</b> p.83
	WRITTEN REPORTS AND ESSAYS	<b>8.4</b> p.83
Communicative Language Competence	VOCABULARY RANGE	<b>8.1</b> p.76, <b>8.2</b> p.78, <b>8.3</b> p.80, <b>8.3</b> p.81
	GRAMMATICAL ACCURACY	<b>8.1</b> p.77, <b>8.2</b> p.79
	PHONOLOGICAL CONTROL	<b>8.3</b> p.81, <b>8.4</b> p.82
	SOCIOLINGUISTIC APPROPRIATENESS	<b>8.1</b> p.77, <b>8.2</b> p.79, <b>8.3</b> p.81

### UNIT 9

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	9.1 p.86, 9.3 p.90, 9.3 p.91
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	9.5 p.94
Reading	READING CORRESPONDENCE	9.4 p.93
	READING FOR ORIENTATION	9.2 p.88, 9.4 p.92, 9.4 p.93
	READING FOR INFORMATION & ARGUMENT	9.2 p.88, 9.4 p.92, 9.4 p.93
	READING INSTRUCTIONS	9.2 p.88
	READING AS A LEISURE ACTIVITY	9.2 p.88, 9.4 p.92
Reception Strategies	IDENTIFYING CUES AND INFERRING	9.1 p.86, 9.2 p.88, 9.4 p.92
Speaking	CONVERSATION	9.0 p.85, 9.1 p.86, 9.1 p.87, 9.2 p.89 9.3 p.91, 9.5 p.94
	INFORMAL DISCUSSION (WITH FRIENDS)	9.0 p.85, 9.1 p.86, 9.1 p.87, 9.2 p.89 9.3 p.91, 9.5 p.94
	GOAL-ORIENTED COOPERATION	9.1 p.87, 9.2 p.89, 9.5 p.94
	OBTAINING GOODS AND SERVICES	9.5 p.94
	INFORMATION EXCHANGE	9.0 p.85, 9.3 p.91
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	9.1 p.86, 9.3 p.91
	SUSTAINED MONOLOGUE: GIVING INFORMATION	9.2 p.89, 9.5 p.94
	SUSTAINED MONOLOGUE: PUTTING A CASE	9.0 p.85, 9.2 p.89, 9.4 p.92, 9.5 p.94
	ADDRESSING AUDIENCES	9.5 p.94
Writing	CORRESPONDENCE	9.4 p.93
	CREATIVE WRITING	9.2 p.89, 9.4 p.93
	WRITTEN REPORTS AND ESSAYS	9.4 p.93
Communicative Language Competence	VOCABULARY RANGE	9.1 p.86, 9.2 p.89, 9.3 p.90, 9.3 p.91
	GRAMMATICAL ACCURACY	9.1 p.87, 9.2 p.89
	PHONOLOGICAL CONTROL	9.3 p.91
	SOCIOLINGUISTIC APPROPRIATENESS	9.1 p.87, 9.2 p.89, 9.3 p.91

### UNIT 10

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	<b>10.3</b> p.102, <b>10.3</b> p.103, <b>10.4</b> p.104
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	<b>10.2</b> p.100, <b>10.4</b> p.104, <b>10.5</b> p.106
	LISTENING TO AUDIO MEDIA & RECORDINGS	<b>10.2</b> p.100, <b>10.4</b> p.104
Reading	READING CORRESPONDENCE	<b>10.4</b> p.105
	READING FOR ORIENTATION	<b>10.1</b> p.98, <b>10.4</b> p.105
	READING FOR INFORMATION & ARGUMENT	<b>10.1</b> p.98, <b>10.4</b> p.105
	READING AS A LEISURE ACTIVITY	<b>10.1</b> p.98, <b>10.4</b> p.105
Reception Strategies	IDENTIFYING CUES AND INFERRING	<b>10.1</b> p.98, <b>10.2</b> p.100, <b>10.4</b> p.105
Speaking	CONVERSATION	<b>10.0</b> p.97, <b>10.1</b> p.98, <b>10.1</b> p.99, <b>10.2</b> p.101 <b>10.3</b> p.103, <b>10.4</b> p.104, <b>10.5</b> p.106
	INFORMAL DISCUSSION (WITH FRIENDS)	<b>10.0</b> p.97, <b>10.1</b> p.98, <b>10.1</b> p.99, <b>10.2</b> p.101 <b>10.3</b> p.103, <b>10.4</b> p.104, <b>10.5</b> p.106
	GOAL-ORIENTED COOPERATION	<b>10.1</b> p.99, <b>10.4</b> p.104, <b>10.5</b> p.106
	INFORMATION EXCHANGE	<b>10.1</b> p.99, <b>10.5</b> p.106
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	<b>10.0</b> p.97, <b>10.1</b> p.99, <b>10.2</b> p.100, <b>10.3</b> p.103
	SUSTAINED MONOLOGUE: GIVING INFORMATION	<b>10.2</b> p.101
	SUSTAINED MONOLOGUE: PUTTING A CASE	<b>10.2</b> p.101, <b>10.4</b> p.104, <b>10.5</b> p.106
	ADDRESSING AUDIENCES	<b>10.5</b> p.106
Writing	CREATIVE WRITING	<b>10.4</b> p.105
	WRITTEN REPORTS AND ESSAYS	<b>10.4</b> p.105
Communicative Language Competence	VOCABULARY RANGE	<b>10.1</b> p.98, <b>10.2</b> p.100, <b>10.3</b> p.102 <b>10.3</b> p.103
	GRAMMATICAL ACCURACY	<b>10.1</b> p.99, <b>10.2</b> p.101
	PHONOLOGICAL CONTROL	<b>10.3</b> p.103, <b>10.3</b> p.104
	SOCIOLINGUISTIC APPROPRIATENESS	<b>10.1</b> p.99, <b>10.2</b> p.101, <b>10.3</b> p.103

### UNIT 11

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	<b>11.2</b> p.110, <b>11.3</b> p.112, <b>11.3</b> p.113
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	<b>11.2</b> p.110, <b>11.5</b> p.116
	LISTENING TO AUDIO MEDIA & RECORDINGS	<b>11.2</b> p.110
Reading	READING CORRESPONDENCE	<b>11.4</b> p.115
	READING FOR ORIENTATION	<b>11.1</b> p.108, <b>11.4</b> p.114, <b>11.4</b> p.115
	READING FOR INFORMATION & ARGUMENT	<b>11.1</b> p.108, <b>11.4</b> p.114, <b>11.4</b> p.115
	READING AS A LEISURE ACTIVITY	<b>11.1</b> p.108, <b>11.4</b> p.114, <b>11.4</b> p.115
Reception Strategies	IDENTIFYING CUES AND INFERRING	<b>11.1</b> p.108, <b>11.2</b> p.110, <b>11.4</b> p.114, <b>11.4</b> p.115
Speaking	CONVERSATION	<b>11.0</b> p.107, <b>11.1</b> p.108, <b>11.1</b> p.109, <b>11.2</b> p.111 <b>11.3</b> p.112, <b>11.3</b> p.113 <b>11.5</b> p.116
	INFORMAL DISCUSSION (WITH FRIENDS)	<b>11.0</b> p.107, <b>11.1</b> p.108, <b>11.1</b> p.109, <b>11.2</b> p.111 <b>11.3</b> p.112, <b>11.3</b> p.113, <b>11.5</b> p.116
	FORMAL DISCUSSION (MEETINGS)	<b>11.5</b> p.116
	GOAL-ORIENTED COOPERATION	<b>11.1</b> p.109, <b>11.3</b> p.112, <b>11.3</b> p.113, <b>11.5</b> p.116
	OBTAINING GOODS AND SERVICES	<b>11.3</b> p.113, <b>11.5</b> p.116
	INFORMATION EXCHANGE	<b>11.1</b> p.109, <b>11.2</b> p.111, <b>11.3</b> p.112, <b>11.3</b> p.113
	INTERVIEWING AND BEING INTERVIEWED	<b>11.3</b> p.113
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	<b>11.1</b> p.109, <b>11.3</b> p.113
	SUSTAINED MONOLOGUE: GIVING INFORMATION	<b>11.2</b> p.111, <b>11.5</b> p.116
	SUSTAINED MONOLOGUE: PUTTING A CASE	<b>11.0</b> p.107, <b>11.2</b> p.111, <b>11.3</b> p.113, <b>11.4</b> p.114 <b>11.5</b> p.116
	ADDRESSING AUDIENCES	<b>11.5</b> p.116
Writing	CREATIVE WRITING	<b>11.4</b> p.115
	WRITTEN REPORTS AND ESSAYS	<b>11.4</b> p.115
Communicative Language Competence	VOCABULARY RANGE	<b>11.1</b> p.108, <b>11.2</b> p.110, <b>11.3</b> p.112, <b>11.3</b> p.113
	GRAMMATICAL ACCURACY	<b>11.1</b> p.109, <b>11.2</b> p.111
	PHONOLOGICAL CONTROL	<b>11.3</b> p.113
	SOCIOLINGUISTIC APPROPRIATENESS	<b>11.1</b> p.109, <b>11.2</b> p.111, <b>11.3</b> p.113

### UNIT 12

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	<b>12.3</b> p.122, <b>12.3</b> p.123, <b>12.4</b> p.124
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	<b>12.2</b> p.120, <b>12.5</b> p.126
	LISTENING TO AUDIO MEDIA & RECORDINGS	<b>12.2</b> p.120
Reading	READING CORRESPONDENCE	<b>12.1</b> p.118
	READING FOR ORIENTATION	<b>12.1</b> p.118, <b>12.4</b> p.125
	READING FOR INFORMATION & ARGUMENT	<b>12.1</b> p.118, <b>12.4</b> p.125
	READING AS A LEISURE ACTIVITY	<b>12.1</b> p.118
Reception Strategies	IDENTIFYING CUES AND INFERRING	<b>12.1</b> p.118, <b>12.2</b> p.120, <b>12.4</b> p.125
Speaking	CONVERSATION	<b>12.0</b> p.117, <b>12.1</b> p.118, <b>12.1</b> p.119, <b>12.2</b> p.121 <b>12.3</b> p.123, <b>12.4</b> p.124, <b>12.5</b> p.126
	INFORMAL DISCUSSION (WITH FRIENDS)	<b>12.0</b> p.117, <b>12.1</b> p.118, <b>12.1</b> p.119, <b>12.2</b> p.121 <b>12.3</b> p.123, <b>12.4</b> p.124, <b>12.5</b> p.126
	GOAL-ORIENTED COOPERATION	<b>12.5</b> p.126
	INFORMATION EXCHANGE	<b>12.1</b> p.119, <b>12.2</b> p.121, <b>12.3</b> p.123 <b>12.5</b> p.126
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	<b>12.1</b> p.119, <b>12.2</b> p.121, <b>12.3</b> p.123 <b>12.5</b> p.126
	SUSTAINED MONOLOGUE: GIVING INFORMATION	<b>12.1</b> p.118
	SUSTAINED MONOLOGUE: PUTTING A CASE	<b>12.0</b> p.117, <b>12.4</b> p.124
	ADDRESSING AUDIENCES	<b>12.5</b> p.126
Writing	CREATIVE WRITING	<b>12.4</b> p.125
	WRITTEN REPORTS AND ESSAYS	<b>12.4</b> p.125
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